AGHS Analysis of Variance 2025

Strategic Goal 1: Our kura nurtures a wairua in which all ākonga are actively involved and belong in a vibrant community.

Strategy	Actions – what did we do?	Measures / Outcomes – what happened?	Progress & Variance and reasons	Next steps – where to next?
1. Strengthen staff, whānau and student sense of school identity and pride	Students • Developed student led Assemblies for role modelling, involvement, leadership opps • Junior leadership roles established • House logos, Pou graphic created Whānau • Provided whānau workshops (literacy, numeracy, NCEA pathways) to support whānau engagement. • Held Learner Hui / whānau learning conferences twice yearly, co-constructing learning goals with students and families. • Established and ran family information evenings on requested topics eg social media • Online sexuality and health workshops in Term 3	Students • School Assembly tikanga set up • Assemblies that celebrate success and leadership • School values woven through whānau programme • Visuals / Displays created to reinforce school values • Development of Haerenga programme to reflect curriculum needs and belonging (goals 1 and 3) • Teams established for cultural uniforms and funding. Whānau Ongoing work to promote engagement with whānau events.	There is an improved sense of belonging for many students. We have identified the following areas of progress. Beneath each heading is the also the variance – which is what will feed into our action plan for 2026. Assemblies: • At least 3 whole school assemblies a term. • Expectations and Assembly tikanga are clear and are driven by H&S. • Leadership roles developed for Juniors Variance: Student leaders to be more visible in assemblies. School Mauri: • School waiata written and taught to junior students by Kapa haka rōpū • House logs, Pou graphics created and shared Variance: teach school waiata to remaining students and staff Student voice:	Development of strategic Whānau engagement plan Build staff culture of connection to kura and to each other Investigate junior Haerenga options Development and work on Alumnae and PTA Create a Belonging data dashboard and gather baseline data. Consider: Survey data Attendance data Participation data – sport, music, culture, clubs

			• Haerenga programme influenced by student voice • Whānau team created to make Haka uniforms • Increased numbers of students asking to be part of Pasifika and Te Ao Māori whānau classes • Student leaders meet regularly with SLT to share voice Whānau: • We have regular attendance to whānau events -this can always be improved. Analyse further who attends and target priority learners if not. • Whānau Collective is run 3 times a year – whānau-led hui Variance: Grow attendance to our parent information nights for all students & for our priority learners	
2. Promote and invest in a wide range of activities that support wellbeing and achievement	• Increased Kapa haka performances at regional level • Kapa haka Tūhono winners • Kapa haka Uniforms • Polyfest entry – biggest group ever • NCEA Pasifika event • Football title • Support and investment in choir • Music growth across kura • Continued development of Sport	School choir at Big Sing Polyfest entry biggest yet Kapa haka – first performance on Regionals' stage for 16 years. Placed 1st at Tūhono. Uniform project created and now being built on. Music groups continue to develop Sport titles	This goal looks at belonging to kura through connection to clubs, sports and cultural activities. Progress: • Participation numbers 2024/2025 • Sports titles – how many?	Action plan Music, Kapa haka, Sport, Pasifika needed Feed this info into Belonging data dashboard

Strategic Goal 2: Our positive connections and relationship culture enable ākonga to thrive and shape their own success.

Strategy	Actions – what did we do	Measures / Outcomes what happened?	Progress / Variance and reasons	Next steps – where to next?
1. Embed the culture of the AGHS Way and strengthen school mauri	Delivered start of year orientation for all year groups that established the tone, focus and school mauri Staff delivered collective routines across classrooms Developed Values and Mauri visually for positive reinforcement Continued PLD with staff to embed the school mauri	Evidence of AGHS values embedded in teaching, behaviour systems, and school events. Eg staff meetings, Pedagogy framework, whānau programme, Assemblies, display. Lower serious behaviour statistics for stand downs and suspensions	Positive variance: Consistent strategies for learning developed and used by staff. AGHS Way booklet, scripts, T&L Framework launched. All students transitioned with clear focus on consistent behaviours for learning. Attitude reports updated to reflect school expectations Variance measure: 2025 Stand downs & suspensions vs 2024/2023 – see below	Strengthen Junior student leadership to role model Pastoral support staff development Whānau workshops put into a digital space Service pathway Build culture of success and learning through consistent use of pedagogy framework
2. Increasing regular attendance so that at least 80% of students attend school 90% or more of the time.	Embedded new Attendance system Delivered PLD with staff on codes, importance of tracking and following up Ran weekly attendance hui with whānau teachers	Rise in attendance across ethnicities and year groups STATS: AGHS Term 3 Regular 41% National T3 Regular 46% AGHS Term 4 Regular 51% National T4 Regular ??% Attendance plan aligned with STAR attendance. Whānau Education Advisor referral connector embedded in school Careers and Pathways development in curriculum and strategic plan developed	Positive variance: Consistent focus on Attendance with staff, students and whānau Attendance focus in newsletters, analysis and staff work Referral connector employed and developed Funding successful to support positions where needed MOU with iwi provider for attendance person to work	In-school attendance programme for chronic Careers strategic plan developed New approach to Attendance Officer

		Vocational Academy planned for 2026	with Māori students and irregular	
Targets: Increase attendance so that at least 80% of students attend school 90% of the time Lower serious behaviour statistics			Progress: 2025 school attendance average 'good' attendance 47.25% - increased from 2024. Attendance plan created and uploaded to website Targets for 2026 set 2025: 59 Stand downs & suspensions 2024: 107 2023: 148	

Strategic Goal 3: Our positive relational classrooms and sequential knowledge-rich curriculum empower ākonga.

Strategy	Actions -what did we do?	Measures / Outcomes what happened?	Progress / Variance and reasons	Next steps – where to next?
1. Curriculum designed and implemented for all subject knowledge	Sequential, knowledge rich curriculum designed 'One page' subject learning resource developed Focused on knowledge rich curriculum with staff – what is it vs skills based curriculum Preparation for new curriculum English and Maths. Discussions re Assessment approaches for Juniors.	Curriculum Hub complete Whānau nights held to share learning and resource that supported at home Support for HOLAs with knowledge rich writing workshops HOLAs attended Big Day Out (online) Curriculum focus	Positive variance: Equitable achievement at Level 2 for Māori v non-Māori Improvement in UE Literacy support Improvement in identification of students for CAA May 2025 75% passed R/W 50% passed Maths Decisions about L1 done to support student learning and achievement English ELA redeveloped courses for equity Expansion of subjects in junior school	Development of junior class and course reporting to SLT Review of NCEA data reporting Instructional task work and walk throughs, observations. Vocational academy pathway
2. Pedagogical task engages students' learning	Engagement survey developed and showing improvement Relationships first PLD expanded and pilot group developing confidence AI development, policy, use and processes SPARX programme used for Maths HW	AGHS Pedagogy framework developed and launched with staff PLD on Do Nows, LOs, 4 part lessons, Plenaries Engagement survey – development of survey and analysis after pilot version AI – created staff guidelines, the BOT approved the policy, Tools trial team set up,	Positive variance: Development of common language around science of learning, 4 part lessons, learning objectives AI policies approved, Staff teams working on approved app list and guidelines First engagement survey analysed	AI in learning and teaching, tools for use Engagement survey – add to Belonging dashboard Instructional task work and walk throughs, observations.

	Science of Learning PLD with Nina Hood, Barbara Oakley and HOLA team AI development, policy, use and processes	Writing team set up, Staff PLD and PLD specific to Eng / Soc ELAs for dealing with student work		
Targets • NCEA L1 Target 75% pass rate • Literacy / Numeracy Target 85% pass rate • NCEA L2 75% pass rate • NCEA L3 75% pass rate • UNIVERSITY ENTRANCE 55% pass rate			Progress – 2025 results **NCEA L1 64%** **Lit / Num** **NCEA L2 71%** **NCEA L3 74%** **UE 53.7%**	

Other areas of success:

Staff Wellbeing / Investing in people • Develop relationship with UC to offer micro credentials for staff PLD and development • Leadership courses for those looking to next level of appointment • PGC review • Reliever team developed	Progress • UC partnership embedded and courses offered in Terms 2-4 • Bright field leadership for Middle leader. Springboard Leadership for SLT. Harvard courses – SLT. CWCSPA course for Middle leaders. Supervision for Kaitiaki team. • Launched with staff. Staff voice inherent throughout process. • Number of relief pool grown and relievers inducted into school strategies and behaviour